

THE REPORT  
OF THE  
PRESIDENT  
OF  
QUEEN'S COLLEGE, GALWAY,  
FOR  
THE SESSION 1884-85.

---

*Presented to both Houses of Parliament by Command of Her Majesty.*

---



DUBLIN :

PRINTED BY ALEX. THOM & CO. (LIMITED), 87, 88, & 89, ABBEY-ST.,  
THE QUEEN'S PRINTING OFFICE.

To be purchased, either directly or through any Bookseller, from any of the following Agents, viz. :  
Messrs. HANSARD, 13, Great Queen-street, W.C., and 32, Abingdon-street, Westminster;  
Messrs. EYRE and SPOTTISWOODE, East Harding-street, Fleet-street, and Sale Office, House of Lords;  
Messrs. ADAM and CHARLES BLACK, of Edinburgh;  
Messrs. ALEXANDER THOM and Co. (Limited), or Messrs. HODGES, FIGGIS and Co., of Dublin.

1885.

[C.—4541.] *Price 2d.*

# CONTENTS.

REPORT, . . . . .	Page 3
APPENDIX A.	
I.—Return showing the Number of Students who entered Queen's College, Galway, in the Session 1834-1835, . . . . .	21
II.—Return showing the total number of Students in attendance during the Session 1834-35, their Religious Persuasions, and their Distribution among the Faculties, . . . . .	21
III.—Numbers and Religious Persuasions of Students who have entered the Queen's College, Galway, in each year from its opening, . . . . .	22
IV.—Numbers and Religious Persuasions of Students attending Lectures in the Queen's College, Galway, in each Session from its opening, . . . . .	23
V.—Return showing the Locality of Students present during the Session 1834-35, according to Provinces, and from elsewhere than Ireland, . . . . .	24
VI.—Return showing the Average Ages of the Students present during the Session 1834-35, . . . . .	24
VII.—Table containing the Names of the several Subjects Lectured upon during the Session 1834-35, the Number of Lectures given on each Subject, and the Number of Students attending the Classes in each Subject, . . . . .	24
VIII.—Names of Students of Queen's College, Galway, who obtained Degrees, Diplomas, and Honors at the Examinations of the Royal University of Ireland, in June and October Commencements in 1834, . . . . .	25
APPENDIX B.	
Return showing List of Professors and Officers in the College, Date of Appointment, their Salaries, and Emoluments as Statutable University Examiners, or from College Fees, . . . . .	27
APPENDIX C.	
Account of the Receipts and Expenditure of the College for the year ended 31st March, 1835, . . . . .	29

THE REPORT  
OF THE  
PRESIDENT OF QUEEN'S COLLEGE, GALWAY,  
FOR  
THE SESSION 1884-85.

---

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY,

In accordance with the provisions of the Act of Parliament founding the Queen's Colleges, I have the honour of submitting to Your Majesty the following Report of the proceedings and condition of the Queen's College, Galway, for the Session 1884-5.

Since the date of my last Report the Commission appointed by the Lord Lieutenant (Earl Spencer) to "make full inquiry into certain matters affecting the well-being and efficiency of the Queen's Colleges," concluded its sittings, and the results of the inquiry have been embodied in two Reports, which present conflicting views of the Commissioners on certain subjects. Before proceeding farther I may be permitted to say that it was with unqualified satisfaction that the governing body of this College heard of His Excellency's intention to appoint the Commission. For years the College has been subjected to a system of vague and covert disparagement and detraction, dealing in general statements and assumptions unsupported by any tangible facts upon which issue could be raised. On the very few occasions on which specific charges were made, they were by evidence superfluously conclusive, of which the public have been put in possession, proved to be unfounded. I have referred to the divergent views of the Commissioners: into this subject I do not intend to enter; but I beg to state at once that I am prepared with entire confidence to rest the case of the College on the evidence which, in the course of the inquiry, was brought under the consideration of the Commissioners. The scope of the Commission was strictly defined and limited, and hence much information of interest and importance with respect to the Colleges could not be tendered. The practical question on which the public mind desires—and has a right—to be informed is briefly this;—What has been the amount and the quality of the educational and academic work which the Colleges have, since their foundation, been performing? To this question—so far as it relates to this College—I shall give as candid and summary an answer as I am able, dealing in facts rather than topics of controversy; and for a just and im-

partial view I consider a brief historical retrospect indispensable. Such a sketch will perhaps be not devoid of interest: it may serve to recal some circumstances which have probably passed out of memory, and which certainly should be taken into account in estimating the progress and condition of the Queen's Colleges.

The Queen's Colleges were founded in 1846, "for the better advancement of learning among all Classes of Her Majesty's Subjects in Ireland," to quote the simple but significant words of the Act. That the intention with which the Colleges were established was beneficent and patriotic, no well-informed and candid man will now deny. It was simply an honest attempt to undo some of the injustice of the past. The scheme of education was neither "gigantic" nor "godless": though for the times it might be regarded as a bold and generous measure, yet looking back on it now, it will appear but a modest proposal to secure for the middle classes of Ireland facilities for educational advancement more nearly commensurate with their numbers, their energies, and their well-known aptitude for intellectual pursuits; to widen the avenues to University distinctions and emoluments, which had long been practically inaccessible to the great mass of the people. The three Colleges were simultaneously opened in 1849: following a lengthened period of unparalleled public distress, it was a time that might well be considered unpropitious for such a great educational experiment. So unpromising indeed was the prospect that, though the Statutes of the Colleges had been matured and the buildings were reaching completion, the Government had it under consideration to postpone the opening of the institutions. It was understood that to the Earl of Clarendon, then Lord Lieutenant of Ireland, was due the credit of sustaining the Collegiate scheme at this critical moment; that sagacious statesman insisting that though public prosperity might insure more rapid and striking success, yet the exigencies of the community demanded all the restoratives that knowledge could provide and industry impart. The disastrous circumstances of the preceding years had pressed with peculiar severity on the province of Connaught, and an energetic movement, supported by high political influence, had been set on foot, to make the comparatively populous and thriving city of Limerick the site of the third College; but the illustrious Minister to whom was due the initial conception of the Queen's Colleges, and who, with that sympathetic spirit which is the essence of statesmanship, had already referred in words of hopeful anticipation to this part of Ireland, determined that the equilibrium of educational supply would be best arranged by establishing a University College in each of the provinces; and Galway, I can testify, has not yet forgotten its obligations to Sir Robert Peel.

On the wealth and population of the neighbourhood in which an institution of this kind is situated, its progress must essentially depend. Where these exist to any great extent, and when there is added a zeal for knowledge on the part of the people, its quick and steady progress is almost insured. In the case of the Galway College, the two first elements have from the commencement

existed to but a limited degree. The comparative advantages in these respects possessed by the four University Colleges in Ireland, at the time of the opening of the Queen's Colleges, will appear from the following table, in which the population of the respective localities is compared, together with the number of pupils attending Classical or Higher schools in each:—

	Population.	Number of Pupils attending Classical schools.
Dublin . . . . .	258,361	1,751
Belfast . . . . .	100,301	799
Cork . . . . .	83,743	418
Galway . . . . .	23,605	79

It is evident from the above table that the Galway College could obtain but little support from its immediate vicinity, whether in regard to population or the means of preparatory instruction: and it will be seen that throughout the province an obstacle of the most formidable nature opposed its progress, and, I may add, has ever since continued to contract the sphere of its utility. This obstacle consists not only in the defective condition but in the almost total absence of Classical schools, except in the capital town of the province. The universal diffusion of the system of National Education had necessarily the effect of displacing a large number of private schools of that humble character which formerly were found in almost every village, at which, indifferent as in many cases they were, a certain amount of classical and scientific learning was attainable by the middle classes. The following returns of the numbers attending Classical schools in each of the provinces will further illustrate the preceding observations:—

	Number of Pupils attending Classical Schools.
Leinster, . . . . .	6,150
Ulster, . . . . .	2,703
Munster, . . . . .	2,280
Connaught, . . . . .	650

From these Tables it appears that the population of Dublin then exceeded by more than 50,000 that of Belfast, Cork, and Galway taken together: and that the number attending Classical schools in the metropolis exceeded by 455 the entire number of those attending similar schools in the three towns where the Queen's Colleges were placed. Some estimate may from this be formed of the unfavourable circumstances under which the Queen's Colleges commenced their career; while the difficulties peculiar to the Western College may be judged of from the fact—that not only did the population of Galway fall short of that of Belfast by nearly 80,000, but that the numbers attending Classical schools in the latter town exceeded by 109 the total number attending Classical schools in the entire province of Connaught. Now, when it is also remembered that the Queen's Colleges have from the outset stringently enforced daily attendance on lectures—an obligation not enforced on students in Trinity College, Dublin—which in the great majority of cases, in this College at least, involves continued residence throughout the Session at a distance from the parental

home, thus entailing an amount of expense which presses heavily on the class from whom the great body of our Students are drawn;—when these circumstances are remembered, perhaps the following table of the numbers of students attending lectures at successive decennial periods may be accepted as an evidence that the College has to a considerable extent provided for wants not previously supplied, and as a justification of the policy which for the first time founded an independent centre of intellectual life in this remote and outlying province:—

1850-1, . . . . .	63	1870-1, . . . . .	123
1860-1, . . . . .	144	1880-1, . . . . .	208

The total, I admit, is not very imposing (though I may observe that it is exceeded by only three of the seventeen Colleges of the University of Cambridge); nor do I say that it has realised all that our sanguine aspirations after educational progress and national improvement might have tempted us to anticipate, but it was at all events achieved by steady and solid progress, which I firmly believe would have been maintained to the present day, if it were not for causes to which I shall presently advert. Nor should it be forgotten that our Students, as a rule, come from classes that had not previously been reached by any University training, and that the encouragements to study in the form of Scholarships and other prizes are insignificant when measured by the standard of the old seats of learning. "The Students of the English Universities," says a high authority, "are of the wealthy class, or, failing this, the University charges itself with their maintenance, and not seldom leaves them at the year's end with a good round sum in hand, as the reward of their presence." From my own personal knowledge of the circumstances of the Students of this College, I can testify that year after year many of them practise exemplary self-denial, and submit even to great privations, inspired by a generous ardour for knowledge and a resolute determination to avail themselves to the utmost of the opportunities offered to them for obtaining a liberal education and a preparation for professional careers, such as are only accessible to the wealthier classes in England.

Among the benefits which this part of Ireland owes to the College I would particularly notice the Medical School. The Medical School, it should be remembered, was created by the College: no such institution had previously existed in the Western province; and the number of students was increasing with a steadiness that gave evidence of a vitality and progress that must strike as remarkable any one acquainted with the neighbourhood of Galway. In one Session the Students attending lectures in this faculty numbered 122. Of the five Professors of the faculty three are natives of this county, who received their whole undergraduate education in the College.

In the Reports which I had the honour of submitting to Your Majesty, for several successive years up to the Session 1881-2, I was enabled to present returns that gave evidence of the progressive condition of the College. In that Session the Students numbered 201. In the following Session the progress was arrested,

the number having fallen to 144. In the Session 1883-4 the decline continued, when the number stood at 103. I regret that I am unable to report any advance for the Session that has just closed, when the students numbered 100. For a diminution so large and sudden it is easy, as I stated in my last Report, to find an adequate cause in the dissolution of the University organization of which the Queen's Colleges formed a part. The Queen's University and Colleges, though apparently distinct institutions, having separate charters from the Crown, really formed but one organized whole. The Queen's University was as much an integral part of the system of the Queen's Colleges as the University of Dublin is of that of Trinity College. In the words of the Charter of the Queen's University, issued in 1850, its object was—"to render complete and satisfactory the courses of instruction to be followed by Students in the Queen's Colleges;" and with a view to this, it was invested with the power "of granting all such degrees as are granted by other Universities or Colleges to Students who shall have completed in one or other of the Colleges the courses prescribed and directed for the several degrees." As qualifications for obtaining these degrees, courses of instruction were laid down in the three Colleges, from which no deviation was allowed, and the University tested the teaching of the Colleges by examinations based upon and in harmony with that teaching. Attendance on lectures was enforced in all the departments of the Colleges as the leading and most excellent part of the system, and any attempt under circumstances however peculiar to modify the rigour of this rule was resisted, as detrimental to the interests of education.

In 1879 the Legislature decided to make all degrees in Ireland, outside the University of Dublin, depend, subject to one exception, on examinations simply; and to carry out this decision, the Queen's University was dissolved, and the Royal University was founded.

To obtain degrees under the new system no certificates of previous study are required from other than Medical students; and in their case certificates of attendance at any recognised Medical school within Her Majesty's dominions will suffice.

A change so fundamental, which abrogated the essential character of the Queen's University and Colleges, could not fail to produce large results. These results were clearly not anticipated by the Legislature; but those who were acquainted with the social and educational circumstances of the country, and with the operation of those regulations of the Queen's University which exacted attendance on lectures, foresaw these consequences from the first. In this College, as might be expected, the effects of the change have been the most marked of any. In the last Session, as I have said, the Students attending lectures numbered 100, of whom 46 were in the Faculty of Arts, and 40 in that of Medicine; the remainder being divided between the departments of Law and Engineering. In the Session 1883-4 the Students numbered 103, of whom 47 were in the Faculty of Arts, and 41 in that of Medicine. In 1882-3, the students numbered 144, of whom 51 were in the Faculty of Arts, and 70 in that of Medicine. In the

Session 1881-82, the Students numbered 201, of whom 57 were in the Faculty of Arts, and 122 in that of Medicine. It will be observed that the decrease has been mainly felt in the Faculty of Medicine, that department of the College which it was foreseen would be particularly affected by the reversal of the University system. The decline is factitious, and clearly assignable to external causes. All that can be said is that the system of education which has proved so effective in the past will be maintained with unabated vigour for the time to come; and I cherish the hope that if the College be allowed to prosecute its work without any disturbance from without, it will yet, participating in the general progress of the country, resume its former career of steadily advancing prosperity and public usefulness.

The following table of the number of Students attending lectures in each year of the decennial period that closed with the time when the changes consequent on recent legislation began to operate, will afford a view of the condition and progress of the College while working on its original constitution:—

	Matriculated.	Non-Matriculated.	Total.
1872-73, . . .	135	3	138
1873-74, . . .	152	4	156
1874-75, . . .	149	6	155
1875-76, . . .	156	11	167
1876-77, . . .	165	9	174
1877-78, . . .	166	9	175
1878-79, . . .	162	5	167
1879-80, . . .	176	4	180
1880-81, . . .	201	7	208
1881-82, . . .	192	9	201

The Queen's University was dissolved in the plenitude of its vigour. I repeat this expression, because it has been derided. But ridicule is not the test of truth, and the following facts deserve the consideration of any one who desires to form an intelligent judgment on the case. At the time of its dissolution the Queen's University had considerably more than 1,000 Students under instruction in its three Colleges:—The exact number was 1,154, of whom over 1,000 were pursuing the regular curricula leading up to University degrees. This was a number greater, I believe, than in the three largest Colleges in the University of Cambridge, and much greater than the number attending lectures in the University of Dublin. Galway, the smallest of the Colleges, had upwards of 200 Students. It is satisfactory also to observe that the progress of the Queen's University did not injuriously affect the number of Students in the University of Dublin, while it stimulated to greater energy the resources of the old institution. Since the establishment of the Queen's Colleges, the number of persons receiving University education in Ireland has been more than doubled. I may here observe that the Queen's University had a larger number of Graduates in Arts than in Medicine, although its critics always professed to treat it as a mere Professional school.

From the preceding observations it cannot have failed to be observed that a question is now opened which must seriously



interest all institutions of public instruction, namely:—In what direction are our educational methods moving? It is clear that while the question specially and immediately affects the Queen's Colleges, it involves much wider interests, and must be considered from a broader point of view. Schools, Colleges, and Universities are means to an end, and that end enchains in whatever is the most successful means for the diffusion of sound education through the community. The question now brought to issue is, whether the rank and distinction of a University degree is to be merely the test of the possession, at the time of examination, of a certain amount of knowledge, or whether it is to be the evidence and the result of a systematic course of mental discipline and careful study, by which character is permanently formed, as well as information acquired; whether, in fact, education, in its full and proper sense, or whether the mere information is that which it is the proper function of a University system to confer, to estimate, and to reward. It would be a shallow and superficial view that would fail to recognize the importance of the University element even in the complex agencies of modern civilization, or that would ignore its influence on the life of a people. An eminent writer has said that "the history of a University is the miniature of the history of a nation;" and I believe that the decision of this question will not lightly affect the intellectual future of this country; that in it, in truth, is largely involved the fate of science, and scholarship, and all true culture in Ireland. Looking at the question simply from an educational point of view, —other considerations must be taken into account when a great political problem has to be solved,—the system of Academic training would unquestionably command the preference of all competent judges to the institution of an Examining Board testing mere results. The idea of a University is not to "grind" a certain number of persons in certain subjects, and then invite them to write down answers to printed questions. "The only essential element of success in a University," said Lord Reay in his Inaugural Address at the University of St. Andrew's, "is, that its teaching should be first-rate: whether it leads to a degree or not, and how it leads to a degree, are matters not unimportant, but they are not essential. Better systematic teaching without graduation, than graduation without systematic teaching." And what has given its real value to the system of the Queen's Colleges has been their persistent maintenance of the historic ideal of Academic life—the ancient method of oral instruction, of personal intercourse between teacher and scholar, liberalizing by familiar intercourse, and stimulating by mutual help. How fully the Athenians grasped this truth is seen from their word for attendance on a great man's lectures; it was *corrosia*; the improvement they got from his company was the first thing they thought of. One whose authority on University education is recognized by all, Cardinal Newman, has admirably enforced this principle in a passage which has become trite from quotation, where he declares that the most valuable part of the University system is the associated Student life.

The proceeding views are strikingly presented in an Address recently delivered by a man who holds a foremost place among the philosophical and practical thinkers of the day—I refer to Sir William Thomson:—

“In University work, teaching and examining must go side by side, hand in hand, day by day, week by week together, if the work is to be well done. The object of a University is teaching, not testing. Testing products comes at some times, and for some special purposes, to be a necessity; but, in respect to the teaching of a University, the object of examination is to promote the teaching. The examination should be, in the first place, daily. No professor should meet his class without talking to them. He should talk to them and they to him. The French call a lecture a ‘*conférence*,’ and I admire the idea involved in that name. Every lecture should be a conference of teacher and students. It is the true ideal of a professorial lecture. I have found that many students are afflicted when they come up to college with the disease called ‘aphasia.’ They will not answer when questioned, even when the very words of the answer are put in their mouths, or when the answer is simply ‘yes’ or ‘no.’ That disease wears off in a few weeks, but the great cure for it is in repeated, and careful, and very free interchange of question and answer between teacher and student. Professors and students must speak to one another. One of the greatest things is to promote freedom of conversation in such classes, to cultivate in them the power of expressing ideas in words. Then something more definite than *viel* *pace* examination can come. Written examinations are very important, as training the student to express with clearness and accuracy the knowledge he has gained, and to work out problems or numerical results, but they should be once a week to be beneficial. If only occurring once in two or three months they will lose their effect in promoting good teaching, and can be scarcely more than a test; if only once a year they are merely Inspector’s work. The object of the University should be teaching, and examining should only be part of its work, and that only so far as it promotes teaching. The credit of the University should depend on good teaching, and no candidate should be granted a degree who does not show that he has taken advantage of the good teaching. But it is impossible to carry out that programme to best advantage by a college which is not in itself an integral part of a University.”

Strenuous efforts were made before the recent Commission to disparage the education given in the Queen’s Colleges, the quality of the Students entering them, and the merits of those who win the small prizes offered in those institutions.

With regard to the Matriculation Examination it should be remembered that the object of such an Examination is simply to test capacity and mental habit, and the candidate’s fitness to profit by Collegiate instruction. In all Colleges and Universities where such Examinations are held—and I may here observe that the existence of such an entrance barrier is the exception and not the rule—the test is applied with pretty uniform stringency, and in the Queen’s Colleges, I believe, it is not less rigorous than elsewhere; London University excepted, which stands quite alone. Dr. Maguire, a Fellow and Professor of the University of Dublin, who had been eleven years a Professor at Galway, is asked:—

“Would a student be able to enter Trinity College on the same sort of knowledge as would be required for entering the Queen’s Colleges?”

and replies :—

"Certainly; substantially the same, and I would undertake to send them off in the train, and that the result would be the same."

Colleges which exact attendance on Lectures may be content to impose no very strict tests at entrance, while an Examining Board can rely only upon its examinations, having cognizance of the merits of the candidates in no other way whatever. Nor is it irrelevant here to observe, that the students of the Queen's Colleges, as a rule, do not come from the wealthy and leisured classes; nearly all of them are in what is on the whole the happy condition of having to earn their bread by work recognised and paid for by the community; and the main strength of our system is that we find the will and the power of a large proportion of them respond to any effort made for them. They are ambitious; they wish to learn; they know that their time is short, and that in the use they make of it their position in after life essentially depends. I claim no exceptional merit for our teaching; but the lectures supply the place of the highest private tuition, and it need not cause wonder that the systematic daily instruction imparted to young men working with a will in an atmosphere of intellectual vivacity, and at an age when acquisition is made much more quickly and intelligently than at school, should enable them to make rapid progress in their studies, and make up for the deficiencies that arose from the previous disadvantages of their position.

I may here observe that the Minority of the Commissioners, while, I regret to say, reporting that the educational standing of the students who enter the College is "decidedly low," have placed on record the following opinions:—

"We have abundant evidence that, in all three Colleges, the opportunities afforded to the students are exceptionally good, and that the progress made is satisfactory." "On the whole, we are satisfied from the evidence laid before us, that in all the Colleges the teaching is good, and that the students profit by it."

The standard of attainments on which Scholarships have been conferred was also impeached before the Commission. The Majority of the Commissioners scrutinized in the most painstaking manner the principal cases that were brought forward, some of which re-appeared several times in the evidence of important witnesses; and they found that every one of these allegations, even where they seemed plausible at first sight, when examined sufficiently to be fully understood, broke down; and after this exhaustive analysis they report as follows:—

"We think the programmes, on which the Scholarships are awarded, are satisfactory. No evidence has been adduced to show that any Scholarship has been awarded to a student who did not earn it."

With regard to the standard of teaching maintained in the Class-rooms of the College, the evidence of Mr. Anderson is im-

portant from the opportunities he has had for comparing it with that given elsewhere. He is asked :—

"Did you go straight from Queen's College, Galway, to Cambridge?—Yes.

"Did you get any entrance scholarship?—I got a foundation scholarship at Sidney College.

"Straight from the College?—Yes.

"You passed at the tripos last week?—Yes.

"What place did you take?—I was sixth Wrangler.

"Do you attribute the success which you attained mainly to your Galway education or mainly to your Cambridge education, or would you draw any distinction—would you say to which would you attribute it chiefly?—I certainly attribute it principally to the training I got at Galway.

"That is to say when you went to Cambridge, you were in a state to take a good position at once, in consequence of the training you got at Galway, for instance, you obtained a foundation scholarship at your own college?—Yes; I think, at the time, I could very probably have had a place among the Wranglers, or at least very high among the Senior Optime list.

"That is on the ground of the results of your Galway education you would have got a place either low in the Wranglers, or high in the Senior Optimes?—Yes.

"Your training was exactly the same training as other people's training?—Yes, there was no difference made between the students.

"You know, of course, as well as anybody could know in detail, what was the standard of instruction in Galway in 1881, when you left it. What would be your opinion of it, having seen Cambridge?—I think it could compare very favourably with Cambridge.

"For instance, there are two points in which one would compare universities. With regard to the pass men, the ordinary rank of men, are the honour men. Would you compare the pass men who go through the whole pass course in Galway with the pass men who go through the whole pass course in Cambridge?—The pass men in Galway were quite equal to the pass men in Cambridge, if not superior to them.

"With as much knowledge?—As much knowledge.

"And they were as carefully looked after?—As carefully looked after.

"More so?—More so, I think.

"With regard to the honour men, what is your opinion?—I cannot say that the honour men at Galway would be as good as the honour men at Cambridge, but on the other hand, I know honour men at Cambridge, scholars at some of the small Colleges, that would not have any chance of becoming scholars at the Queen's Colleges.

"Would these men also get scholarships?—Not scholarships of the best type.

"But scholarships could be got at Oxford and Cambridge by men who could not get them at Galway?—Yes.

"Would there be one single payment of £24?—No, there would be about £30 or £40 for three years.

"So these scholarships would be equivalent to a payment of £120 or so?—Yes.

"And these would be got by men at Cambridge who could not get £24 at Galway?—Yes."

With regard to the general characteristics of the instruction given in the Queen's Colleges and the results of the system, remarkable testimony was borne before the Commission by the

Hon. Taylor Allen, who holds the highest legal appointment under the Government of Lower Bengal. The substance of his evidence is given in the questions and answers following:—

"Did you pass into the Civil Service direct from the Queen's College? —Yes; in 1859 I passed the first examination.

"And getting no other preparation except what you received at Cork? —None whatever.

"What do you wish to tell us?—I wish to tell you that I have a very high opinion, and feel very grateful to the Queen's College, Cork; and I have met very many men from various universities in India, and it is not now, but years ago, I was particularly struck by the apparently superior intellectual capacity of the men who came from the Queen's Colleges. They have a better grasp of strange subjects. You see, in India, one has to deal with a vast variety of subjects; to report on all sorts of things; and I have decidedly formed an opinion that, as a preparation for that sort of general knowledge, the Queen's College curriculum was admirably suited.

"Your impression from the results of the education was, that it was so wide as to broaden their minds and make them completely all-round men?—They were educated in the proper sense of the word. Their intellectual faculties were developed, and if they wanted to go deep into a strange matter, they knew where to look for information. I do not know whether other things entered in; but, as a fact, my acquaintances, educated in the Queen's Colleges, are the most successful men in India now. I can give the names if necessary—two Judges of the High Court, one in Bombay, and the other in Calcutta. Mr. O'Kinealy, Judge of the High Court in Calcutta, was educated in Queen's College, Galway. I will not say what his character is there, but the fact that he is Judge of the High Court is enough. Another distinguished Galway student, Macaulay, commenced his career in India as my assistant, and he is undoubtedly the most successful man that went out to India." (Now the Honorable Colman Macaulay, Financial Secretary to the Government of Bengal).

"Those came from Galway after it was supposed to be doomed?—Subsequent to the period of abolition. There is another man from Belfast, Secretary of the Financial Department of the Government of India, D. Barbour, a couple of years junior to me. I am speaking merely of the Bengal men. Then there is West, who was educated at Queen's College, Galway." (Now the Honorable Raymond West, Judge of the High Court, and Vice-Chancellor of the University of Bombay; at present employed by the British Government on a temporary mission for the organization of the Finances in Egypt).

A further help towards ascertaining the standard of education maintained in the Queen's Colleges is found in the list of distinctions in after life attained by persons educated there.

The following list of former students of Queen's College, Galway, who have thus distinguished themselves, appears in page 27 of the Report:—

"In the Galway list there are 11 professors, 9 of whom were scholars; 12 teachers in University Colleges and schools, 4 of whom were scholars; 12 Indian Civil Servants, all of whom were scholars, including a Judge of the High Court of Bombay, a Judge of the High Court of Judicature, Fort William, Bengal; a financial secretary to the Government and Member of the Legislative Council of Bengal, and the officiating

secretary to the Government of Bengal, in the Revenue and General Department. There are 11 in the Civil Service of Ceylon, who were all scholars; 8 Inspectors of National Schools in Ireland (all scholars); 17 in the Engineering Department, India, and 13 who obtained other engineering appointments. Of these 30 engineers, 21 were scholars. Three who had been scholars obtained Law Studentships, in the Inns of Court, London. For the Army Medical service, Galway obtained 71 appointments, 29 of which were won by ex-scholars; for the Navy Medical 24 appointments, 9 falling to scholars. In addition to these a list is given of 19 miscellaneous appointments, &c., and sundry distinctions which it is difficult to classify, obtained by 24 gentlemen, of whom 15 were scholars. In the list of 194 distinctions—obtained by a college with an average of 128 students in the first thirty years of its existence, representing an annual influx of 40 new students per annum, or 1,200 individual students in the thirty years, we find a number of gentlemen who have spent only a portion of their time in Galway and whose success, therefore, may be credited also to other Colleges. Thus, of the 95 successful medical candidates for the public services, 22 have been in Galway only one session, and 10 only two sessions. There remain 63, or two-thirds of the whole number who have obtained medical appointments in the public service on a medical education mainly in Galway. Of the 99 other persons on the list of distinctions, 12 have been in Galway for only one session, and 7 for only two. Setting these aside, it appears that 80 persons obtained these non-medical distinctions who had spent most of their educational time in Galway. It is interesting to note that the 12 successful candidates for the Civil Service of India, the 4 for the Civil Service of Ceylon, and the 8 for the Inspectorships of schools had all spent four sessions or more in the College, so that they are all, in the fullest sense of the word Galway men."

On this list the Report observes that it is a record "to which any College would be entitled to point with legitimate gratification."

The strength of the Queen's Colleges having been already impaired by the dissolution of the Queen's University, it is now proposed to weaken them still further by transferring their Scholarship and Prize fund to the Royal University, the effect of which would be to deprive this College absolutely of the means of rewarding and encouraging deserving Students; and thus to starve it out of existence. I have no hesitation in avowing that this would be the necessary result. Even the great and famous Universities of Oxford, Cambridge, and Dublin, strong in ancient associations and in the memory of immortal services, would soon take their place among the monuments of the past, if they were disinherited of their ample domains. I am sure that I do no injustice to the advocates of this proposal, when I say that they regard it simply as a means to an end—that end being the extermination of the Queen's Colleges. But, whatever may be the merits of the denominational system, which I do not call in question; I would beg to observe that to ask for separate education is one thing; to demand the suppression of united education is another. It is a purely destructive proposal, the acceptance of which would not only be an interference with the vested interests of the Students of the College, but would also be regarded as an injustice and a

wrong by the entire community of Galway. It would tend to bring back that educational partiality which it was the special object of the foundation of the Queen's Colleges to terminate and correct, namely—the centralization and monopoly of University privilege in the capital; while it would further serve to consolidate and insure the Examinational system with its inseparable acolyte, "cram." I should have thought that decentralization was more in accord with the prevailing sentiment of the times.

"There is no country, I am convinced," said Lord Wodehouse (Earl of Kimberley), speaking as Lord Lieutenant in 1865,—“in which the advantages of an academical education are more appreciated than in Ireland, or where they are more needed. Not only are they of advantage in an academical point of view, from the better tone and the aid that it gives to the mind, and opening the mind to new branches of knowledge, but it has also another advantage which is not to be despised—namely, supplying the means of entering on the great careers now open to those who have distinguished themselves in the various competitions for public offices in the empire; and Irishmen have shown in a marked manner that when they have an opportunity they can in these competitions take high places.”

"It is indisputable," said Sir Lyon Playfair—"that poor countries require greater facilities for higher education than rich ones; and that the only way in which a poor country with no natural resources could be made prosperous was by extending the demand for intellectual labour so as to compensate for the absence of material industry. Ireland has had many obstacles to progress, some political, others material. She possesses scarcely any of those great raw materials of industry which give such advantages to other divisions of our country. She has to import the chief part of her coal from England and Scotland, and that is the mainspring of all industries. With small material resources, except those for agriculture, it is above all things essential that the intellectual resources of Ireland should supplement her deficiency in natural resources."

Now, to suppose that Academical institutions such as are referred to by Lord Kimberley, and which Sir Lyon Playfair has in view, could maintain themselves in this country without liberal endowments in the form of rewards for learning is an opinion that scarcely deserves discussion. It argues total ignorance of the educational and social conditions of Ireland.

I may here be permitted to quote a passage from my last Report:—

"On no one subject perhaps has public opinion been more abused than that of the Scholarships of the Queen's Colleges. To listen to the opponents of the Colleges, when expatiating on this subject, one might suppose that those prizes bore some resemblance in value and number to those endowments which give to the older Universities so much strength and splendour, and that every Student in the Colleges was the fortunate holder of one of these lucrative posts. Indeed it has been publicly stated that:—'In the Queen's College, Cork, as well as in Galway, almost every Student in Arts is supported, clothed, provided with books, and has his pocket-money and travelling expenses provided by the State.' A simple statement will dispose of this imputation. The entire sum placed at the disposal of each College for prizes to Undergraduates is £1,180. Of this sum £100 is distributed at the end of each Session in book premiums; the remaining £1,080 is divided into Scholarships and

Exhibitions varying in amount from £25 to about £15, and which with the exception of Scholarships in Arts of the second year, are tenable for one year only. I need not point out that such a sum can go but a small way towards defraying the expenses of a Student at a College in which residence for eight months is enforced. There are, besides, eight Scholarships in each College, limited to Graduates, and likewise tenable for one year, of the value of £40 each. Any one acquainted with the helps and rewards held out to Students in the old seats of learning, will perceive, at a glance, the insignificance of the prizes which are at the disposal of the Queen's Colleges. In the University of Oxford, for instance, there is distributed annually about £30,000 among the 4,000 Students, which gives an average of £20 per Student; in the Queen's Colleges the average would be about £1. On the principles of the reasoning employed about the Queen's Colleges it might be said that the reason why Oxford gets so many more Students is that it bribes them more than four times as much! The name 'Scholarship,' given to our prizes, tends to create misconception. In the old Universities a Scholarship is tenable for three, four, or five years, whereas in the Queen's Colleges all scholarships, except those above mentioned, are thrown open to competition at the end of each Session. This arrangement has given an opportunity for representing a Scholarship held in three or four consecutive years by the same Student as so many distinct Scholarships given to his class. It is a mistake, therefore, to regard those prizes as they have been represented, as eleemosynary doles, lavished indiscriminately to purchase the attendance of Students in our lecture-rooms. Work and merit are the condition of their tenure. They are the rewards of industry and ability, tested by examinations in courses that demand no ordinary or superficial preparation, and the holders of them, instead of being the objects of disparagement and detraction, are entitled in my judgment, to the honorable consideration of every patriotic mind. Men who have been awarded the modest prizes so much grudged to them are now to be found in the foremost rank all over the world in the public service, and in every private occupation where cultivated intellect gives an advantage to its possessor. Nor can I enter into the views of those educational reformers who, in total ignorance of the social condition of this part of Ireland, and with a lofty disregard of what I do not hesitate to call vested local interests, would, under the influence of the centralizing spirit or the guise of economy, deny to many an humble household in this province the means of overcoming the straits of the domestic hearth and of opening to one or more of its members access to the benefits of University education and an independent career in life."

As some misapprehension exists with respect to the relation of the Queen's Colleges to other institutions in the matter of Scholarships and other Prizes, a brief explanation may be added.

It is often said that the Scholarships and Exhibitions of the Queen's Colleges are reserved exclusively for the Students of the Colleges, who thus enjoy a double privilege—that of competing for Prizes in the Royal University as well as in the Queen's Colleges; while, on the other hand, the Students of the Royal University are not eligible for the Prizes of the Queen's Colleges. This is a mistake. The Queen's Colleges accept the Matriculation of the Royal University and of the other Universities of the United Kingdom, and any Student from these Universities may compete for and hold a first year's Scholarship in any of the



Queen's Colleges, provided he complies with the fundamental rule of attendance on Lectures and passing the prescribed Examinations. Should he have reached a higher grade in any of those Universities, he is admitted *ad eundem* in the Queen's Colleges, and may hold, if he wins it, a Scholarship of the corresponding year on the same conditions. A candidate coming from a school, or from private study, is admitted, on passing the Matriculation Examination in the College, to the same privilege with regard to the first year's Scholarship. A Student who has obtained an Exhibition in the Royal University is eligible for a Scholarship or an Exhibition in the Queen's Colleges. If a Student who holds a Scholarship in one of the Queen's Colleges should obtain a Scholarship in the Royal University, the pecuniary value of his College Scholarship is deducted from that of the Royal University Scholarship. A candidate for a Scholarship in the Queen's Colleges is required, before entering on the competition, to pay the Sessional fees, and is, as I have already said, obliged to attend the Lectures and Examinations of the Session, which is a guarantee for his Academic progress. A candidate in the Royal University has to pay only the Matriculation fee, 10s., and is not required to attend Lectures.

It is often asserted that the number of Students in Arts in the Queen's Colleges is disproportionately small. Now, while I should be glad to be able to report a larger attendance in the Arts Faculty of the College, it appears to me that on this question certain considerations should be taken into account which to some extent modify the numerical estimate. The allegation is supported by the assumption that it is only those included in the Faculty of Arts who should be regarded as Students in Arts, and it seems to ignore as constituents of a liberal education all the studies of a University College, except the necessarily limited selection which is prescribed in the curriculum of Arts. No one who has studied the theory of education, or who has been observant of the extraordinarily rapid progress of science in the present generation, and its growing influence on the development of thought, will admit such a limitation. To impart a liberal education is the definite object of the Arts' curriculum of Universities, but there are other literary and scientific studies which also contribute to a liberal education, and which, when combined with the purely professional courses, go a long way towards completing what a University can do for its Students. For a University, it must always be remembered, has to consider not what is the best absolutely, but what is the best that can be done under the practical restrictions arising both from the limited capacities of its Students and from the briefness of the period to which their studies, owing to personal circumstances, may have to be confined. It is the power of liberalizing the professions that distinguishes Universities from technical schools, and one of the objects with which the Queen's University and Colleges were established was to extend to Professional students the status and advantages of a University degree. These Bodies fully recognised the principle that liberal culture ought to be the

foundation of all the professions, and constantly endeavoured, so far as was practicable, to give effect to that principle. They accordingly combined with full and complete curricula of Professional education certain studies which, while closely related thereto, were at the same time well fitted to correct its oneness and narrowness, and to qualify Students for prosecuting with ampler intellectual resources the higher branches of their professions. Take, for example, the Medical curriculum. The Medical Student, having passed the Matriculation examination, was required to pursue the following courses:—Modern Languages, Natural Philosophy, Chemistry, Botany, and Zoology—studies which are well suited to infuse a liberal element into special and technical acquirements, and clearly entitled to take rank in the category of Arts' subjects in any comprehensive system of University education. I may mention that four of the Professors who are classed as belonging to the Faculty of Arts are more largely employed in the teaching of the Medical School.

In the discussions on this subject I have more than once observed that the number of school-boys who pass the higher examinations of the Intermediate Board has been assumed as a standard upon which to calculate the number of first year's Arts' students in Universities or Colleges. But this is quite fallacious. No one who is acquainted with the Schools of Ireland will maintain that all, or even that a majority of these boys are intended to prosecute their studies at any University. A certain proportion doubtless do proceed to Universities or Colleges, but the greater number, I believe, are preparing for commercial and industrial life, and for the various departments of the civil and military services. These Intermediate Examinations correspond to the Oxford and Cambridge Local Examinations in England; and no one has ever thought of asserting that the thousands of boys who pass these Examinations are all, or even that a large proportion of them, are preparing for Universities.

On this subject I have further to observe that a considerable number of Irish youth are preparing every year for Holy Orders in the Roman Catholic Church. From their position and attainments they should belong to a class that might be expected to become University students; but having the Clerical office in view, they are educated in Theological Colleges. In these Colleges they doubtless receive a considerable amount of education in Arts: the "*literæ humaniores*" have been regarded as the necessary propædæutic to the "*literæ divinæ*" ever since the days of the Schoolmen, whose course of instruction in Arts was enumerated in the well-known line:—

*"Lingua, Tropus, Ratio, Numerus, Tonus, Angulus, Astra."*

The number of these students can scarcely be less than 1,000 or 1,200; and I have heard it estimated higher. I notice the matter to show that a larger number than is usually supposed of the youth of Ireland are receiving education in Arts, who should count as students that would be University students if it were consistent with the principles of their educational system

to pursue their preliminary studies in secular Universities or Colleges; and I think that no statistical argument affecting higher education in Ireland is of any value which does not take this item into account.

I shall conclude this subject by again quoting from Sir Lyon Playfair, whose opinions derive special weight from his singularly wide acquaintance with University systems and his great professional experience. It will be observed that he discusses the question on more general grounds.

"If the Universities in these countries are to be upheld merely or chiefly on account of their Faculties of Arts, and if academic productiveness be measured by their Arts degrees, and not at all by their success in training men for professional and industrial life, you may as well give them up altogether as institutions for national amelioration. In such a case your Universities would slip away from the bulk of the people, and would become the monopoly of the rich. For not only in Scotland, but also in Ireland, the people even now are more largely represented in Universities than in England. In England there is one University student to 3,700 of the population; in Ireland there is one to 2,800; in Scotland there is one to 860. If you desire Ireland to make her Universities and their roots deep down among the people as Scotland has done, you can only do so by making them bear directly upon the occupations of the people, whether these be professional or industrial. In doing so you do not desert, but you revert to University tradition, for most of the ancient Universities were founded with the specific object of liberalizing the professions. The right hon. gentleman was surprised that there was a tendency in Ireland for Arts students to decrease. There is no peculiarity in that, for the same thing is to be found in all countries, and more especially when they are poor. Why even Oxford and Cambridge can only keep up their Arts students by an incessant increase of Scholarships. The great difficulty of Universities is to induce students to remain in the preparatory Faculty, in consequence of the increasing struggle for professional and industrial existence. The right hon. gentleman did not sufficiently distinguish between students on the rolls, and those in true academic attendance; for in Ireland these mean very different things."

The Library and Museums are in a satisfactory condition. Though these departments cannot, as in older institutions, boast of the accumulations of learned benevolence or patriotic bounty, yet they are in many sections of their respective subjects most valuable. The liberality of the Legislature has provided for their annual augmentation, and the Council and Professors employ with careful consideration the means placed at their disposal for maintaining their efficiency. The rapid development of Medical Science, especially in the Biological department, demands such a constant enlargement and improvement of scientific apparatus as will enable the teaching to keep pace with the progress of discovery. Large additions have been made to the Natural History Museum, which may now be said to be in a perfect state of efficiency for teaching purposes. The apparatus for the illustrations of the principles of Natural Philosophy, and the collections especially devoted to the pursuits of the Medical profession, are also worthy of special notice. The Council have largely extended the benefits of the Library

to the people of Galway, who highly appreciate the advantage; indeed it may be said that in this College there have been founded for the entire Western province permanent repositories of Literature, Science, and Art.

---

In Appendix A will be found Tables giving Returns as follows:—

I. The number of Students who entered Queen's College, Galway, in the Session 1884-85.

II. The total number of Students in attendance during the Session 1884-85; their Religious persuasions; and their distribution among the Faculties.

III. Number and Religious persuasions of Students who have entered Queen's College, Galway, in each Session from its opening.

IV. Number and Religious persuasions of Students attending Lectures in Queen's College, Galway, in each Session from its opening.

V. Locality of the Students in attendance during the Session 1884-85, according to Provinces, and from elsewhere than Ireland.

VI. Average Age of the Students present during the Session 1884-85.

VII. Courses of Lectures delivered during the Session 1884-85; the Number of Lectures in each Course; and the number of Students attending in each.

VIII. Names of Students of Queen's College, Galway, who obtained Degrees, Diplomas, and Honors at the Royal University Commencements in June and October, 1884.

In Appendix B will be found a List of Professors and Officers of the College, Dates of their appointments, Salaries, &c.

In Appendix C, a statement of the Receipts and Expenditure of the College for the year ending March, 1885.

Testified by Your Majesty's dutiful servant,

THOMAS W. MOFFETT, *President.*

25th July, 1885.

## APPENDIX

## APPENDIX A.

I.—RETURN showing the NUMBER of STUDENTS who entered QUEEN'S COLLEGE, GALWAY, in the Session 1884-85.

	Matriculated.	Non-Matriculated.	Total.
Church of Ireland, . . .	11	3	14
Roman Catholics, . . .	8	2	10
Presbyterians, . . .	17	—	17
Wesleyan Methodists, . .	1	—	1
Total, . . . . .	37	5	42

With regard to religious denominations, I have classified the Students as they designate themselves in the forms filled up at entrance.

II.—RETURN showing the TOTAL NUMBER of STUDENTS in attendance during the Session 1884-85, their RELIGIOUS PERSUASIONS, and their Distribution among the FACULTIES.

FACULTIES.	Church of Ireland.	Roman Catholics.	Presbyterians.	Wesleyan Methodists.	Independents.	Baptist.	Total.
Arts, . . . . .	4	5	35	—	1	1	46
Law, . . . . .	—	4	8	—	—	1	13
Medicine, . . . . .	12	17	11	—	—	—	40
Engineering, . . . . .	6	—	1	2	—	—	9
Occasional, . . . . .	1	3	2	—	—	—	6
	23	29	57	2	1	2	114
Deduct— Attending in two Faculties, .	2	2	9	—	—	1	14
Total separate Individuals, .	21	27	48	2	1	1	100

III.—NUMBERS AND RELIGIOUS PERSUASIONS OF STUDENTS who have entered the Queen's College, Galway, in each year from its opening.

Session.	Matriculated Students.	Non-Matriculated Students.	Total.	Members of Church of Ireland.	Roman Catholics.	Presbyterians.	Wesleyan Methodists.	Independents.	Various.	Total.
1819-20, . . .	64	4	68	21	29	6	-	-	-	60
1820-21, . . .	28	3	31	10	0	7	-	-	-	26
1821-22, . . .	31	5	36	13	21	2	-	-	-	36
1822-23, . . .	21	2	23	8	12	3	-	-	-	23
1823-24, . . .	25	5	30	12	15	3	-	-	-	30
1824-25, . . .	26	15	41	10	18	3	2	-	-	41
1825-26, . . .	32	7	39	14	13	8	1	1	-	39
1826-27, . . .	35	8	43	15	22	3	1	1	1	43
1827-28, . . .	36	7	43	16	17	9	-	1	-	43
1828-29, . . .	44	4	48	20	19	7	2	-	-	48
1829-30, . . .	25	5	30	12	23	1	-	1	1	40
1830-31, . . .	*39	1	40	13	33	12	2	-	-	60
1831-32, . . .	†39	3	42	21	33	6	-	-	-	60
1832-33, . . .	60	4	64	18	27	16	1	-	2	64
1833-34, . . .	54	5	59	20	21	11	2	4	1	59
1834-35, . . .	58	12	70	26	28	13	-	2	1	70
1835-36, . . .	46	3	49	16	19	10	3	-	1	49
1836-37, . . .	42	2	44	14	18	7	3	2	-	44
1837-38, . . .	†44	3	47	14	20	11	2	-	-	47
1838-39, . . .	†56	4	60	28	24	13	1	-	-	66
1839-40, . . .	49	5	54	20	25	6	2	-	1	54
1840-41, . . .	52	6	58	22	28	12	-	1	-	58
1841-42, . . .	†64	1	65	19	31	11	3	1	-	65
1842-43, . . .	53	4	57	17	24	14	1	2	1	59
1843-44, . . .	†68	3	71	27	31	21	3	1	-	73
1844-45, . . .	67	7	74	24	35	14	1	-	-	74
1845-46, . . .	†81	10	91	21	33	31	3	1	-	91
1846-47, . . .	†91	4	95	26	34	21	3	-	1	95
1847-48, . . .	67	6	73	18	23	29	3	-	-	73
1848-49, . . .	†94	4	98	24	33	24	2	3	-	93
1849-50, . . .	96	3	99	27	39	22	9	1	1	99
1850-51, . . .	†98	7	105	24	41	39	1	-	-	105
1851-52, . . .	†73	5	78	16	36	21	4	-	1	81
1852-53, . . .	31	3	34	7	15	11	-	-	1	34
1853-54, . . .	23	4	27	3	13	14	1	-	1	32
1854-55, . . .	34	8	42	14	19	17	1	-	-	42
Total, . . .	1,898	187	2,085	633	886	463	57	22	14	2,075

\* Including three who had previously been in attendance as non-matriculated students.

† Including two who had previously been in attendance as non-matriculated students.

‡ Including one who had previously been in attendance as a non-matriculated student.

IV.—NUMBERS AND RELIGIOUS PERSUASIONS OF STUDENTS attending Lectures in the Queen's College, Galway, in each Session from its opening.

Session.	Matri- culated Stu- dents.	Non- Matri- culated Stu- dents.	Total.	Mem- bers of Church of Ireland.	Roman Catho- lics.	Presby- terians.	Wes- leyan Metho- dists.	Inde- pend- ents.	Va- rious.	Total.
1840-41, . . .	61	4	65	24	30	6	-	-	-	63
1850-51, . . .	60	3	63	22	28	13	-	-	-	63
1851-52, . . .	68	5	73	25	41	7	-	-	-	73
1852-53, . . .	73	2	75	26	46	3	-	-	-	75
1853-54, . . .	76	5	81	26	42	9	-	-	-	81
1854-55, . . .	69	16	85	32	49	5	2	-	-	85
1855-56, . . .	79	9	87	26	42	14	3	2	-	87
1856-57, . . .	63	3	66	30	49	10	3	3	1	96
1857-58, . . .	92	8	100	51	47	16	3	2	1	100
1858-59, . . .	113	9	122	37	64	15	4	1	1	122
1859-60, . . .	111	7	118	31	69	11	2	2	3	118
1860-61, . . .	141	3	144	33	85	19	3	2	2	144
1861-62, . . .	146	5	153	29	81	19	3	1	-	153
1862-63, . . .	161	4	165	33	93	32	2	-	3	165
1863-64, . . .	160	5	165	41	91	23	3	4	1	165
1864-65, . . .	157	12	169	50	76	31	2	6	2	169
1865-66, . . .	139	5	144	33	71	29	4	4	3	144
1866-67, . . .	153	2	155	36	62	27	4	5	1	155
1867-68, . . .	121	3	124	34	54	32	3	4	-	127
1868-69, . . .	146	4	150	47	63	34	2	4	-	150
1869-70, . . .	139	0	139	42	66	24	2	3	1	138
1870-71, . . .	115	8	123	37	62	20	-	4	-	123
1871-72, . . .	139	2	141	31	79	25	4	2	-	141
1872-73, . . .	135	3	138	23	63	35	3	3	1	138
1873-74, . . .	152	4	156	35	77	28	5	1	-	156
1874-75, . . .	149	6	155	37	71	40	4	3	-	155
1875-76, . . .	156	11	167	28	82	50	3	4	-	167
1876-77, . . .	165	9	174	26	89	53	4	2	-	174
1877-78, . . .	166	9	175	36	73	61	5	-	-	175
1878-79, . . .	162	5	167	29	68	64	3	3	-	167
1879-80, . . .	176	4	180	29	72	63	2	1	-	180
1880-81, . . .	201	7	208	34	87	76	9	-	-	208
1881-82, . . .	192	9	201	41	85	65	10	-	-	201
1882-83, . . .	141	3	144	28	67	44	4	-	1	144
1883-84, . . .	99	4	103	15	45	40	2	1	-	103
1884-85, . . .	95	5	100	21	27	48	2	1	1	100

V.—RETURN showing the LOCALITY of STUDENTS present during the Session 1884-85, according to Provinces, and from elsewhere than Ireland.

	Students.
Province of Connaught, . . . . .	32
"    Munster, . . . . .	11
"    Ulster, . . . . .	50
"    Leinster, . . . . .	5
	<hr/>
	98
From England, . . . . .	2
	<hr/>
Total, . . . . .	100

VI.—RETURN showing the AVERAGE AGE of the STUDENTS present during the Session 1884-85.

Age.	Students.	Age.	Students
Under 17 years, . . . . .	2	20 and under 21, . . . . .	11
17 and under 18, . . . . .	8	Above 21 years, . . . . .	43
18   "    19, . . . . .	19		<hr/>
19   "    20, . . . . .	17		100

VII.—TABLE containing the NAMES of the several SUBJECTS Lectured upon during the Session 1884-85, the NUMBER of LECTURES given on each Subject, and the NUMBER of STUDENTS attending the Classes in each Subject.

	No. of Lectures on each Subject.	No. of Students attending the Classes in each Subject.
Greek, . . . . .	253	19
Latin, . . . . .	223	26
Mathematics, . . . . .	162	28
Natural Philosophy, . . . . .	267	42
English Language, . . . . .	61	14
"    Literature, . . . . .	61	6
Modern History, . . . . .	56	5
Metaphysics, . . . . .	44	3
Logic, . . . . .	49	12
Chemistry—Theoretical, . . . . .	63	23
"    Practical, . . . . .	30	6
Botany and Zoology, . . . . .	84	26
Mineralogy and Geology, . . . . .	78	5
Modern Languages, . . . . .	153	33
Political Economy, . . . . .	33	5
Jurisprudence and Civil Law, . . . . .	61	12
English Law, . . . . .	62	7
Anatomy and Physiology, . . . . .	82	12
"    "    Practical, . . . . .	87	33
Medicine, . . . . .	48	3
Surgery, . . . . .	42	5
Materia Medica, . . . . .	44	6
Midwifery, . . . . .	50	6
Medical Jurisprudence, . . . . .	40	6
Engineering and Drawing, . . . . .	237	9



VIII.—NAMES of STUDENTS of QUEEN'S COLLEGE, GALWAY, who obtained DEGREES, DIPLOMAS, and HONOURS at the EXAMINATIONS of the ROYAL UNIVERSITY of IRELAND, in JUNE and OCTOBER COMMENCEMENTS in 1884.

---

FACULTY OF LAW.

*Degree of LL.B.*

Thomas E. Nelson, a prize of £25, with First Class Honours.

---

FACULTY OF ARTS.

*Degree of M.A.*

Thomas H. M'Cune, First Class Honours in Experimental Science

*Passed.*

William Mahon.

---

*Degree of B.A.*

Robert M'Elney, Second Class Honours in Experimental Science.  
George Gillespie, Second Class Honours in Experimental Science.  
John M'Elwee, Second Class Honours in Biological Science

*Passed.*

Henry Carroll.  
Samuel Fryar.

| Joseph Smith.

---

*Second University Examination.*

John Humphreys, Second Class Honours in Logic; Second Class Honours in Experimental Science.

*Passed.*

Arthur J. Benson.  
David Card.  
William A. Clarke.  
Michael J. Jordan.  
Alexander M'Affee.

| John K. M'Connell.  
Andrew M'Farland.  
John Martin.  
John F. Ward.

---

*First University Examination.*

Charles W. Duggan, First Class Honours in French.  
Andrew G. Davidson, Second Class Honours in English.  
James M. Keegan, First Class Honours in Experimental Physics.

*Passed.*

Moses Henry Cowan.  
Andrew C. Gregg.  
Edwin Hegan.  
James Keers.  
Joseph J. Loftus.

| Edward M'Cormack.  
Thomas C. H. Oldham.  
Joseph Stewart.  
William James Taylor.  
Atwell Thompson.

## FACULTY OF MEDICINE.

*Degree of M.D.*Robert Bell.  
Jacob Fairbrother.

John D. Kenny,

*Degree of M.B.*

Robert J. Macnamara, First Class Exhibition; value, £50.

*Upper Pass Division.*

William Bartley.

*Passed.*Peter J. Horkan.  
William A. Wadsworth.

George A. Waters.

*Degree of M.Ch.*Robert Bell.  
William Bartley.  
P. J. Horkan.  
Robert J. Macnamara.George A. Waters.  
Robert McElwaine.  
James Terrens.*Diploma in Obstetrics.*

Patrick B. White.

## SECOND UNIVERSITY EXAMINATION.

*Upper Pass Division.*

William Milligan.

*Passed.*Robert James Boyd.  
Joseph T. May.  
Edward Robinson.  
Eaton W. Waters.  
Richard W. Ambro.  
George F. W. Ewens.Michael Hannon.  
John L. Livingstone.  
Henry Pillow.  
George A. Wiggins.  
Richard W. Leslie.

## FIRST UNIVERSITY EXAMINATION.

*Passed.*William McCallin.  
Michael W. Maguire.  
Gerard J. Pierce.  
Henry Smith, B.A.Joseph Stewart.  
Richard Allen.  
John McElvee.  
William J. Taylor.

## SCHOOL OF ENGINEERING.

*Degree of B.E.*Francis J. Lynham, First Class Honours, and First Class Exhibition, value £50.  
Michael M. O'Shaughnessy, Second Class Honours, and  
Second Class Exhibition, value £25.

## SECOND PROFESSIONAL EXAMINATION.

Horace R. Waters.

## FIRST PROFESSIONAL EXAMINATION.

Atwell Thompson, First Class Honours, and First Class Exhibition, value £30.



## APPENDIX

## ACCOUNT of the RECEIPTS and EXPENDITURE of the

	RECEIPTS.	£ s. d.	£ s. d.
Balances on 1st April, 1881, viz. :—			
General Account, . . . . .		1,077 10 11	
Special Account, . . . . .		—	
Library Deposits, . . . . .		16 0 0	
		<hr/>	1,093 10 11
Grant Charged on Consolidated Fund (net amount received), . . . . .			4,822 3 7
Annual Grant of Parliament, viz. :—			
In Aid of Expenses of Maintenance, . . . . .			1,600 0 0
In Augmentation of Professors' Salaries, . . . . .			—
Professors' Class Fees, . . . . .			887 10 0
College Fees, &c., 36 Students at 10s. . . . .		18 0 0	
<i>6s.</i> <i>at 5s.</i> . . . . .		16 0 0	
Certificates, . . . . .		2 0 0	
Fines, . . . . .		—	
		<hr/>	36 0 0
Dividends on Stock (£575 6s) . . . . .		25 14 4	
Do. (£1,500) . . . . .		44 1 2	
		<hr/>	69 15 6
Endowments, . . . . .			—
Donation for Special Purposes, . . . . .			—
Library Deposits, . . . . .			26 0 0
Proceeds of Sale of Stock, . . . . .			—
Miscellaneous Receipts, for Sale of College Meadow, &c., . . . . .			5 3 7
Interest on Deposit Account, . . . . .			6 2 10
<hr/>			
TOTAL, . . . . .			£10,406 7 5

C.

COLLEGE, for the year ended 31st March, 1885.

PAYMENTS.		<i>£</i>	<i>s.</i>	<i>d.</i>	<i>£</i>	<i>s.</i>	<i>d.</i>
Salaries, &c., paid out of Permanent Grant, viz. :—							
President, Professors, and Officers,		4,697	5	2			
Scholarships, Prizes, and Exhibitions,		1,560	15	0			
Minor Officers, Porters, and Servants,		517	7	7			
					6,775	7	9
Library (2648 <i>l</i> s. 2 <i>d.</i> ) :—							
Ancient and Modern Languages,		138	14	0			
Mathematical and Physical Sciences,		168	10	0			
Natural Sciences,		103	0	10			
Medical Sciences,		133	9	0			
Engineering,		18	2	3			
Mental and Legal Sciences,		48	7	3			
General Library,		12	19	5			
Binding,		98	10	3			
Apparatus, Diagrams, Materials for Laboratory, &c. (£229 <i>3</i> s. 6 <i>d.</i> ) :—							
Chemical Laboratory,		12	15	11			
Physical Cabinet,		27	17	6			
Engineering—Diagrams, &c.,		51	14	9			
Medical Faculty—Apparatus, &c.,		126	15	4			
Museum of Natural History,		142	2	1			
Museum of Medical Sciences,		27	11	6			
Printing, Stationery, and Advertising,		169	16	0			
Heating and Lighting,		159	12	4			
Botanic Garden and Grounds,		177	4	5			
Miscellaneous (293 <i>l</i> os. 11 <i>d.</i> ) :—							
Porters' Clothing,		5	0	0			
Water Supply,		13	17	2			
Incidental Expenses,		49	13	9			
Insurance,		12	7	0			
Travelling Expenses,		14	15	0			
					1,683	14	5
Professors' Class Fees,					686	12	3
Endowments,							
Special Expenses (out of Donation)							
Library Deposits Repaid,					17	0	0
Purchase of Land (Mole of Purchase Money),							
Payments out of College Fees (£51 <i>8</i> s. 2 <i>d.</i> ) :—							
Stipend to Lecturers on Medical Jurisprudence,		40	0	0			
Party Disbursements, Cleansing, &c., &c.,		11	8	2			
					51	8	2
Payments (out of Miscellaneous Receipts) for Lectures on							
Pathology,		15	15	0			
Special payment on account of the Anatomy Department,		40	0	0			
					55	15	0
Balance on 31st March, 1885, viz. :—							
General Account,		1,114	8	10			
Special Account,							
Library Deposits,		25	0	0			
					1,139	8	10
TOTAL,					£10,406		

In addition to the Cash Balance, there is standing to the credit of the College the sum of 2675 *os.* 6*d.*, New Three per Cent. Stock. Also a sum of £1,680 further investment—Out of Endowment Fund.

The accounts of the College up to 31st March, 1884, have been examined, and found correct, by the Comptroller and Auditor-General.

GEORGE J. ALLMAN, LL.D., D.S.C.  
Bursar.

\* The certificate of the Comptroller and Auditor-General for the year ended 31st March, 1885, has not yet been received, but the accounts of the College for that year have been examined and found correct by the College Auditors.

DUBLIN : Printed by ALLEN THOM & Co. (Limited), 87, 88, & 89, Abbey-street  
The Queen's Printing Office.  
For Her Majesty's Stationery Office